

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 1, 1879

VOL. VI

NEW YORK, NOVEMBER 16, 1912

No. 6

The Harvard Alumni Bulletin for May contains a short article entitled *The Average Undergraduate*, which is also made the subject of editorial comment in the same number. The writer of the article, Mr. Philip J. Roosevelt, 1913, maintains that the average undergraduate is distinguished by "complete, black ignorance" and that most of the college instructors do little to remedy this evil. Few college students have any ideas or culture. They read without thought or for the purpose of examination only to forget immediately afterward. Reading followed by thoughtful discussion is very unusual. That, however, the undergraduate can be made to read and think is evident from the fact that in some courses (Comparative Literature 12 is cited) reading and thought are demanded and obtained. The writer urges more attention to subjects of contemporary interest which will appeal more to the average undergraduate and less attention to subjects of less immediate interest.

The editorial deals primarily with the classical literature of Greece and Rome "both because it was the cornerstone of the older idea of a university and because we have lately had proof in our own family of its perennial life" (the reference is to the recently published *Harvard Essays on Classical Subjects*). The question asked by the editorial is, "does the study of the classics as it is carried on to-day inculcate accuracy in the acquisition of facts, and do the facts acquired in that study breed ideas?" To the first of these questions a decided affirmative reply is given; the discussion of the second opens up the whole field of college instruction in general. In brief, the editorial urges that facts must be vital to find a position in the college curriculum. A very large number of facts have no interest for the average man and in classical instruction those elements only should be stressed and discussed which have made Classics so influential during all the centuries. So many classical instructors seem obsessed by the idea that the commentary is the important element in study whereas rightly considered it is the text and the message therein contained. Syntax, textual criticism, archaeology are important and essential to the specialist, but comparatively meager attention to these can readily be justified if the student thereby gets a nearer approach to the great message of Plato

or Aeschylus or Lucretius or Tacitus. As the editor says, the distinction between these two classes of facts goes to the root of a liberal education. Another sentence of faith and hope is worth the greatest emphasis. It is this: "We believe, therefore, that we have men who can invent ways of teaching the classics to undergraduates without burying the facts that breed ideas under the facts that are of value only to the specialist in classical learning". The existence of these men no one can dispute, but how rare they are and, what is worse, how true it is that these men develop in spite of their college training rather than because of it. In this connection some statistics of enrollment in Greek and Latin at Harvard are cited as follows:

Last year the two courses in Greek literature for freshmen had between them 43 students; and the corresponding courses in Latin had 104. The second year courses in Greek literature had between them 28 and the second year courses in Latin 28. Here is a more than normal falling off, especially in Latin.

This falling off is interpreted to mean that by the beginning of the second year the study of the Classics is practically limited to men who are going to teach; if this is true, as the editor contends, a great fountain of ideas is sealed to most of the College.

At any rate the Division of Classics faces a serious situation. The problem before them is to discover how they can so give their instruction that without abating in accuracy they can give an average undergraduate a permanent and vital grasp of such noble ideas as are discussed in the *Harvard Essays on Classical Subjects*. The problem is by no means simple, but its solution will carry far-reaching service to the higher education.

Is not this the problem that confronts classical teaching all over our land? If the Classics are to live must it not be by their perennial qualities? qualities not facts? Further, must not college students learn to think carefully on matters of real weight while they are in College if their college course is to bring them any results? If the difficulty at Harvard is ignorance, what must it be in those institutions where much less attention is paid to the study of man? Is it not true all through our educational system that we are paying attention to the letter and neglecting the spirit in defiance of the Biblical axiom? G. L.

In THE CLASSICAL WEEKLY 5.170-173 Mr. Bernard M. Allen of Phillips Academy, Andover, Mass., had an interesting article on The Dative with Compound Verbs in Latin. In that article, on the basis of investigations in Caesar B.G. 1-4, Cicero Cat. 1-4, Manilian Law and Archias, and the Lives of Nepos, the results of which were set forth compactly in tables, Mr. Allen questioned the correctness of the rule for the dative with compound verbs in Latin as commonly set forth by our Grammars. He discussed also the logical relation of the dative when it does occur to the prepositional prefix found with the verb.

Dr. E. B. Lease also has been giving much attention to this problem, though in a somewhat narrower way than that followed by Mr. Allen. Professor Lease is concerned only with the actual facts of usage, with the number of times that, to use his phraseology, "the rule, as commonly stated, works". He would banish the rule entirely from our Grammars. The details of the investigations upon which he bases his conclusions may be found in two papers recently published by him: The Dative with Prepositional Compounds, The American Journal of Philology 33.285-300, and Prepositional Compounds with the Dative in High-School Latin and the First Year in College, in The Classical Journal 8.7-17. The articles appeared in September and October last. The paper in The American Journal of Philology is, as might be expected, much wider in scope than the more distinctly pedagogical article in The Classical Journal.

C. K.

DR. ROUSE'S EXEMPLIFICATION OF THE DIRECT METHOD OF TEACHING LATIN¹

'Suit the action to the word, and the word to the action'—such is the beginning of the Direct Method—or, as its distinguished expounder has also called it, the Nursery Method of teaching Latin. The class rises and says *surgimus*, stands and cries *stamus*, sits and remarks *considimus*, and comments on its final state with the word *sedemus*. To this series of expressions it has been cunningly led by the *magister* and his assistant, who have first enacted the same simple drama in the sight and hearing of the class. The list of verbs and accompanying actions is enlarged until it includes *surgimus*, *stamus*, *eximus*, *ambulamus*, *venimus*, *redimus*, *inimus*, *considimus*, *sedemus*—a list which contains verbs of all the regular conjugations besides compounds of the ever necessary *eo*.

Next, two pupils rise and say *surgimus*, the in-

¹ As stated in the last issue, this paper was prepared by Mr. Barss at the special invitation of THE CLASSICAL WEEKLY. Mr. Barss attended throughout both courses given by Dr. W. H. D. Rouse, Headmaster of the Perse School, Cambridge, England, at the recent Summer Session of Columbia University. Dr. Rouse himself was invited to write on his method, but he insisted that an account from someone else would be of greater value.

C. K.

structor responding *surgitis* (with a sharp stress on the *-tis*); then *stamus*—*statis* are employed, and so through the list. By free use of signs and gestures the dialogue is extended until all the persons of the verb have been used. By pointing, the pronouns *ego*, *tu*, etc., are taught; then follows *ego surgo*, *tu surgis*, and so on. At the beginning the class has been told what it is expected to do, but English is avoided wherever it is possible to convey the meaning in any other way. The class is in the position of one thrown among foreigners who have only the barest acquaintance with English, but who are cordially disposed to communicate the meaning of their own tongue. It is not quite the nursery method after all, because there are many more avenues of approach to the mind of a child of fourteen than to that of an infant. English is barred by the rules of the game; but there were not wanting those among the observers who thought these rules too rigid. But of that later.

The culmination of the series of formulae just described is presented below. The series was repeated daily, as long as it was necessary. In fact repetition is necessarily one of the most prominent features of the method; although the children were not bored by having this kept up too long at one time—which of course is good pedagogy.

SERIES I: TABULA NIGRA¹

- I. 1. *Surgimus*—*considimus*.
Surgimus—*stamus*—*considimus*—*sedemus*.
Surgimus — *stamus* — *eximus*—*inimus*—*considimus*—*sedemus*.
Surgimus—*stamus*—*eximus* — *ambulamus*—*venimus*—*redimus*—*inimus* — *considimus*—*sedemus*.
2. *A et B. Surgimus. Magister. Surgitis*, etc.
3. *A et B. Surgimus. Ceteri. Surgitis. M. Surgit*, etc.
4. *A et B. Surgimus. Ceteri (A et B) Surgitis, (Magistro) Surgit*, etc.
5. *C. Surgo. M. Surgis. Cet. (C) Surgis. M. (Ceteris) Surgit. Cet. (Magistro) Surgit*, etc.
6. *Ego, tu, hic et ille, nos, vos, hi et illi. Ego surgo, tu surgis*, etc.
7. *M. Tu, A, Surge! A. Surgo. Cet. (A) Surgis, (Magistro) Surgit*, etc.
M. Vos, A et B, surgite! etc.
M. O A, Surge! quid facis? A. Surgo: O pueri, quid facio? Cet. (A). O A, surgis. O Magister, quid facit A? M. Surgit A, etc.

¹ Copies of the 'Series Prima' were given by Dr. Rouse to those in attendance. It is scarcely necessary to say that "A et B", "Magister", and "Ceteri", and "C", with the abbreviations for *Magister* and *Ceteri*, represent the participants in the class-room work; "A et B" and "C" represent the participating pupils.

- II. Quid est hoc? Haec est creta, tabula: illa est creta, etc.
 Scribo. Huc veni. A. Surgo, exeo, ambulo, venio.
 Sta. Quid est hoc? Haec sunt rostra.....
 Escende in rostra.....
 Capiō cretam: quid facio?..... Cape cretam..... Scribe.

It would be tedious to describe in detail the process by which the various tenses, case-endings, pronouns, and inflectional apparatus generally were taught. But when it is considered that the grammar is but the formula for activity and being as we know it, the feasibility of teaching the grammar by associating acts with verbs, things with nouns, contrasts with adjectives and adverbs, and the like, becomes easily apparent.

It is perhaps time now to explain that Dr. Rouse had two classes—one composed of boys and girls of from twelve to fifteen years of age, who were said to be innocent of Latin, and the other made up of teachers and advanced students. In the latter class he demonstrated how the Direct Method might be used in the teaching of Cicero and Vergil.

To return to the beginners' class, at the end of the six weeks they had acquired a rather large vocabulary, which necessarily included many words not generally taught to beginners according to the conventional American method. This is probably an advantage: the attempt to confine the first year's work to the vocabulary of Caesar is likely to impress on the minds of the pupils the conviction that Latin is a military language, while windows, doors, weather, furniture, and all the other common things that surround them are left unmentioned as though the Romans would not condescend to refer to them in books or talk. Secondly, Caesar does, of course, use many words which can be taught concretely along with the necessary amount of 'house Latin' pure and simple. This vocabulary had been acquired as the class was learning to use the common inflections of verb and noun, with practically no naming of grammatical phenomena. By the aid of some clever sketches, intentionally crude but perfectly intelligible, made by Dr. Rouse on the blackboard, they had gradually built up the fables of The Fox and the Crow and The Hare and the Tortoise, ending with The House that Jack Built (*Domus Iacchi!*), with its magnificent procession of relative pronouns. After these stories had been developed colloquially, the pupils were given the entire fable, mimeographed, and were required to write the translation at home. There had been no translation while the stories were being taught to the class. Many of these translations, which were read to the observation class after the youngsters were dismissed, were well done. They had mistakes, of course, and while one accustomed to aim at precision from

the first could not but feel that a word of English spoken in season would have saved many a blunder, yet it is fair to say that there was little or nothing incurably bad, and to note Dr. Rouse's contention that if we insist on absolute accuracy at first, we obscure and bewilder by the multitude of details—a sound principle, the application of which is not confined to this method of instruction.

The beginners had no textbook. They did have notebooks, in which new words were recorded, and such other matter as it was necessary that they should learn. This they were required to study at home, but the total amount of home work was very small.

In the advanced class some of the Eucolics of Vergil were read, and Cicero's orations Pro Caecina and Pro Rullo. The beginning of work in this course was question and answer in Latin. It opened as follows, the text being the first Eclogue:

Quis loquitur? Qualis est fagus? Qualem Musam meditatur? Quo instrumento? Quid facit Menalcas? Quid facit Tityrus? Qualis residet? Quid resonat Tityrus? Quid docet resonare?, etc.

The answers were in Latin, and all the work was conducted in the same language. As time went on, many members of the class developed a good deal of facility in asking as well as in answering questions, and there were also signs that not all had outgrown the devices of their schooldays, because some privately confessed to having asked questions in order to prevent the instructor from reading too much at one time! In this class, as in the other, it was clearly evident that Dr. Rouse is a great teacher. It is no small task to speak Latin with fluency and accuracy; but Dr. Rouse did more than this. His comments were lucid, direct, and simple. He further showed the peculiar power of the born teacher in his ability to make use of accidents as a means of instruction—a scorching day, noise in the street, the blunder of a pupil; all were seized upon and talked about and often jested with. To be sure, as Dr. Rouse admitted, a very small joke goes a very long way when it is made in Latin; but the ability to make this comment may be taken as sufficient evidence of the quiet humor which relieved and illuminated all the work.

As the course progressed, question and answer were, respectively, more searching and more complete. Someone was generally asked, during the reading of the Cicero, to give in Latin a compendium of the argument up to the point which the class had reached. These résumés were as a rule carefully done, and formed an adequate test of the student's understanding of the text. In addition, papers, of course written in Latin, were from time to time required. The title of one of these was *Certamen Suum Damoetas Describit Uxori Suae*, of another, *Aebutius Causam Suam Iuris Consulto Recitat*.

It was at first Dr. Rouse's idea that no advance preparation of the text be made, but subsequently it was found that this prevented many of the students from following the work of the class, and all were permitted to do as much in advance as they felt necessary. As a general comment on this course it may be said that it is hard to imagine how anyone could have done the required work conscientiously, and not have had his command of the language materially strengthened.

To form an opinion regarding the probable future of the Direct Method in America is exceedingly difficult. The writer unhesitatingly admits that Latin can be taught in this way, and taught extremely well. No one who saw Dr. Rouse's work in New York could reasonably doubt the assertion that his pupils in the Perse School can hold their own at the Universities with the best of those trained under the conventional method, or that these latter cannot begin to equal the Perse School students in the field of conversational Latin and the ability to understand Latin without the aid of English. Then there is something which appeals to one's common sense in the idea of the constant reiteration and the inevitable absorption of the language which must take place in class-rooms where English is not heard, or is heard but little. Translation is not tabooed, but it is introduced gradually, as is regular composition, after a firm foundation has been laid in the use of the language as a direct medium of communication. There is the further great advantage that much of the work can be done by all the class, in those concert recitations accompanied by action which seem so admirably adapted to fasten in the mind the meanings of the words employed. It is preeminently a living process, and it does not bore the pupil.

In the actual test with the New York class of beginners, results were not so satisfactory as might be expected under other conditions. It was vacation time, the weather was hot, and the class of fifteen or so was surrounded by some seventy interested persons, notebook in hand. Then Dr. Rouse told the observers that these pupils were not so spontaneous as those to whom he was accustomed in England, whether from embarrassment at the presence of strangers, or because of that mixture of shyness and sophistication characteristic of the American child. Some time was lost by a brief excursion into Caesar, the result of which gave point to Dr. Rouse's comment that the late Julius was largely responsible for lack of interest in Latin—a statement in which the writer heartily concurs. In spite of all this it did seem incredible that some of the blunders should be made that actually were made in spite of the wealth of concrete illustration and continual repetition that ought, apparently, to have rendered them impossible. Still, these were not very numerous, and the experience is one common to all teaching.

Doubtless many of the teachers who attended this course are even now experimenting with it, and this fact makes one wary of criticism without personal trial. One or two things, however, seem perfectly clear. A teacher who begins to use this method with a first-year class, and succeeds in pursuing it until the class has finished its High School work, will have learned a great deal of Latin, and probably worked as hard as he ever did over anything in his life. The converse is also true. Nothing would more quickly show the weakness of an ill-equipped teacher than the attempt to use this method. It demands resource, and the ability to make use of unforeseen situations; and wide and constant reading is imperative. This is not to say that it is a method only for profound scholars; but most certainly the lazy or perfunctory teacher, or the teacher of something else whose principal assigns him a class in Latin to fill up his tale of hours cannot expect anything but failure therewith. There ought, it is true, to be no such teachers in charge of an instrument so complicated and so potent to make or mar the mental attitude of the student as Latin; but if all such were eliminated the number of Latin pupils in this country would be sadly diminished. There seems to be no doubt that a poor teacher will do less harm if he sticks to the old paths.

Secondly, and in spite of admitted success on the part of those who use this method skillfully, the writer cannot quite rid himself of the suspicion that, at least in its full development, the method is not quite logical. We are not dealing with infants when we teach Latin, but with children or adolescents who have already acquired one language, and know something of the principles of language construction. Why waste time in beating about the bush with Latin which they dimly grasp, when half a dozen words of English would make the situation clear? This is not offered as criticism of the admirable skill by which Dr. Rouse's pupils were led to the proper use of the Latin inflections with hardly any word about formal grammar—though that would naturally come at a later stage; it merely has reference to certain difficult points in the instruction where the method brought no illumination to the pupil's mind, and the point in question had its explanation deferred. This may have been useful as showing the observers that it is possible to get along without the use of English; but to overdo the use of Latin for explanations seems bordering on superstition. If it is an axiom of teaching that we should proceed from the known to the unknown, why decline, in teaching one language, to make use of the known facts of a language already acquired? We do not do this with a child learning to talk, because we cannot; but when the child has learned, why put him in the infant class again?

Success with the Direct Method also demands that the personnel of a class should not change much

from the beginning to the end of its course; or, rather, that new material should not be injected into a class which has made some progress unless that new material has been trained in the same way. This would of itself make the method in its full operation impossible in many schools.

Objection to the Direct Method has been made on the score of its neglect of good English—the good English that is theoretically learned as a by-product of Latin study. To this Dr. Rouse replies that the good English of the class-room is something which every teacher glibly insists that he requires, and which few if any actually obtain. For the truth of this, let every man examine himself and decide accordingly! It is also contended by Dr. Rouse that different languages should be kept, so to speak, in different compartments in the mind, and not allowed to mix until well rooted and developed in their isolated cells. This is a matter for the psychologist to determine. It sounds plausible, to say the least.

In the criticism of the Direct Method for its refusal to make use of the facts of language already gained in English, it should also have been stated that the method in its ideal form contemplates an earlier study of French in the same way, so that a habit of mind would have been already established which would naturally determine the pupil's attitude towards a second foreign tongue.

Will the Direct Method ever prevail in America? It does not seem too much to hope that good schools, favorably situated, will adopt it here and there, and perhaps repeat in a measure the experience of the Perse School. It is preeminently a teacher's method, and, as someone pertinently observed to the writer, a good teacher can teach by any method. Some will probably make a fetish of it, and fail. But there is one great service to which it can be put in any school—that is, that every teacher shall make all possible use of concrete illustration, not merely that we shall substitute *surgo* for *rego* in beginning the third conjugation, or turn our Latin classes into mild dramatic entertainments; but that every possible device shall be used to help the pupil see the thought or the thing for which the Latin stands before he is allowed to choose the English word for its expression. Take, for instance, the *aditus laudis* of the Manilian Law, which *semper optimo cuique maxime patuit*. The trouble is with *maxime*. The pupil will render it 'especially' if left to his own devices. But if you go to the door, open it a trifle, say *ianua paulum patet*, then open it all the way and say *ianua maxime patet*, they will see and feel and say that 'has always stood wide open' is exactly what Cicero would have said had he spoken English. This is a simple example, but it will do. A class is always wide awake while this sort of thing is going on, which is another advantage. Furthermore, questions on the subject matter of a sentence, to be an-

swered in such words of the text as are applicable, can be used very early. No matter how easy these may be, the stupid or lazy pupil will be caught, and there will be a rubbing in of the language not to be obtained in any other way.

It has been impossible within the limits of this paper to more than hint at the characteristics of Dr. Rouse's teaching. The spectacle of a master of the teaching craft at work is always inspiring to others of the same profession, even if his way is not theirs. The writer can say for himself that while his work lies in one of the schools where the full introduction of the Direct Method does not now seem practicable, he expects to be at least spasmodically direct, and hopes to see his way clear to some systematic use of the new principles he has imbibed. At present he is somewhat in the position of a boy with his first razor, who knows that people do shave with such things, but he also knows that the unwary cut themselves therewith. Still, he did learn to shave, and so he is cautiously but hopefully experimenting with this new edged-tool of education.

J. EDMUND BARSS.

THE HOTCHKISS SCHOOL, Lakeville, Conn.

REVIEWS

Greek and Roman Methods of Painting. By A. P. Laurie. Cambridge (England): At the University Press (1910). Pp. vi + 124. 75 cents.

This book, as its second title proceeds to explain, consists of "some comments on the statements by Pliny and Vitruvius about wall and panel painting". It is a technical discussion of the colors, media, etc., at the disposal of the ancient painter, and necessarily involves not a little controversy, especially with Berger (the latter's views are seen in his *Die Maltechnik des Alterthums*, 1904). The author adds to the resources of the scholar a wide acquaintance with the chemistry of his subject, and has made many experiments himself, though he contributes no new chemical analysis of specimens of ancient painting. He finds that for panel pictures the usual media were egg, glue or gum, especially the first; that when wax was used instead, thanks to the warm climate,—or by applied heat,—it was possible to paint directly with the brush dipped in melted wax; or else the wax surface was modelled with the cauterium. He comes to the defence of *buon fresco*, but admits that a variety of methods were employed in painting on walls, maintaining that a very important feature of the best work was the polishing of the marble plaster. In general he is convinced that Pliny and Vitruvius make statements which unbiassed examination proves to be both accurate and complete. Hence a large amount of space is given to the interpretation of the *loci classici* in these two writers. Translations of these pertinent passages are given, in addition to the

text of Mayhoff and Rose respectively. The translator has evidently given much thought to the task of rendering these extraordinarily difficult texts. Necessarily he has permitted himself much freedom. Occasionally the mere philologue will protest that imagination has had too free a rein, to the neglect of all traditional canons of exegesis. For example, on page 55 one reads: "Since we paint even those vehicles of danger <i.e. ships>, no one should be surprised if we also paint our funeral piles, and like to have gladiators conveyed in splendid carriages to death or at least to carnage". But the text (35.51) has *quoniam et pericula expingimus, ne quis miretur et rogos pingi, iuvatque pugnatuos ad mortem aut certe caedem speciose vehi*. And the "gladiators" in their "splendid carriages" are conjured up out of a text in which it is beyond question that Pliny is speaking of the crews of warships. The book contains two colored prints representing modern experiments in painting in melted wax. It will be of interest to all who concern themselves with technique of ancient painting.

F. G. MOORE.

COLUMBIA UNIVERSITY.

Six Roman Laws Translated with Introduction and Notes by E. G. Hardy. Oxford: Clarendon Press (1912). Pp. vii + 176.

The purpose of this book is to make a half-dozen Roman laws of the first importance for the historian accessible to younger students "reading for Literae Humaniores". It is assumed that such students will generally be deterred by lack of time, if for no other reason, from reading these very difficult texts in the original, unless they are provided with such help as Dr. Hardy furnishes in his translation, notes and introduction. The translation is made from the sixth edition of Bruns's *Fontes Iuris Romani Antiqui*, 1893, except that one law, the *Lex Municipii Tarentini*, not contained in that edition, is added from the seventh, which appeared in 1909, after the remainder of Hardy's work had passed through the press. The other texts selected for translation and annotation are the *Lex Acilia Repetundarum* of 122 B.C., the *Lex Agraria* of 111 B.C. (engraved on the back of the same tablet after the former law had been superseded), the *Lex Antonia de Termessibus Maioribus* (ca. 71 B.C.), the *Lex Rubria de Gallia Cisalpina* (probably 49 B.C.), and the *Lex Iulia Municipalis* (45). In the case of the *Lex Rubria*, Hardy does not hesitate to add the fragments found at Este¹ in 1880, accepting them as a part of the same law. Mommsen thought this view probable, but not certain.

The supplementa of Mommsen and others are translated as well as the actual texts, and in most

¹The unwary reader will gain the impression from page 111 that ancient Ateste and modern Este are not the same place.

cases no attempt is made to distinguish the former from the latter. It would have been difficult to do so everywhere without producing an exaggerated scepticism on the part of the student, since the restoration of legal verbiage has a much firmer basis of certainty than he is apt to imagine. And in any case the book is meant to be used side by side with Bruns, as a companion to which it will prove of great service, not only to students, but also to maturer scholars whose work lies in the main in other fields.

Commendation of a work which bears such abundant traces of exact scholarship, combined with historical and legal acumen, is superfluous.

COLUMBIA UNIVERSITY.

F. G. MOORE.

HISTORICAL PAGEANT AT UNION COLLEGE

The two hundred and fiftieth anniversary of the founding of Schenectady, New York, was celebrated on May 30-June 1 by an historical pageant on the Union College campus. For this occasion a Latin *carmen saeculare*¹ was composed in the Sapphic strophe to be sung to the familiar tune of *Integer Vitae*. The several stanzas aim to characterize the chief periods in the city's history: the plain "beside the Mohawk vale"; the Indian name of the town, 'the Place beyond the Pines'; the expulsion of the Indians by the doughty Dutch; the loyalty of the inhabitants during the Revolutionary War; Union College and her campus ("The brook that bounds thro' Old Union's grounds gleams bright as the Delphic water"); the transformation of the old Dutch town into the great 'Electric City'; and lastly, a prayer for her continued prosperity.

Te canemus, te, decus ambientis
fluminis cursu rapido reductas
collium valles, velut irrigantis
arva beata;

qui locus pinus situs imminentis
terminos ultra celebratur omni
Indianorum rutilae catervae,
patria nostra.

Tum Scythae ritu miseros vagantis
finibus pulsos, vacua pharetra,
exigunt terris validi Batavi
rura colentes.

Non tumultus, non fremitus tubarum,
non manus mortem minitantis hostis
libero civi quatiant avorum
pectora pura.

Et canemus per medias Sibyllae
Delphicae silvas trepidantis undas
rivuli iuges, pariter sodales
unanimosque.

¹Written by Professor Kellogg. C. K.

Ecce, non cedunt animo minores;
fulminum cogunt tolerare duras
vim catenas et love temperato
lumina spargunt.

Floreat rebus Genius secundis
civitatis per fugitiva saecula:
tu, precor, nostris deus universis
annue coeptis.

UNION COLLEGE.

GEORGE DWIGHT KELLOGG.

CORRESPONDENCE

In THE CLASSICAL WEEKLY 5.125 I had a brief note on the fourth poem of Catullus. In the meantime I have chanced on the following passage in Richard Bagot, *The Lakes of Northern Italy* (Tauchnitz edition, page 221): "Under the Romans, Peschiera <at the efflux of the Mincio> was known as Arilica, and had direct communication with the Adriatic, and was a place of considerable commercial importance, owing to the abundant and varied agricultural produce of this district being shipped hence and conveyed directly to Rome". I cannot, however, vouch for the author's reliability, since he gives no authorities for his statements.

STEPHEN A. HURLBUT.

THE NEW YORK LATIN CLUB

The first luncheon of The New York Latin Club

for the year 1912-1913 will be held at noon on Saturday, November 16, at The Gregorian, 35th St., between Fifth Avenue and Herald Square, New York City. Mr. Paul Elmer More, Editor of *The Nation*, will speak on *The False Modesty of Classical Teachers*.

Circulars giving the price of the luncheons and membership in The New York Latin Club, as well as the cost of various combinations affecting membership in The New York Latin Club, The Classical Association of the Atlantic States, subscription to THE CLASSICAL WEEKLY, the Classical Journal, and Classical Philology have been sent to several hundred persons in New York City and vicinity (including all the members of The Classical Association of the Atlantic States). Detailed information on these points may be obtained from Dr. W. F. Tibbetts, Erasmus Hall High School, Brooklyn.

In THE CLASSICAL WEEKLY 6.15 the declaration was made that, pursuant to a recent amendment of the postal regulations, two copies of a certain sworn statement relating to THE CLASSICAL WEEKLY had been filed with the Postmaster of New York City. I was informed that the note on page 15 is inadequate, and that a faithful copy of the document as filed must be printed in THE CLASSICAL WEEKLY. After conference with a representative of the Postmaster of New York City I print here-with the following copy of the sworn statement.

C. K.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC.,

of The Classical Weekly, published weekly from October 1 to May 31 in each year except weeks in which there is a legal or school holiday,

at New York, N. Y., required by the Act of August 24, 1912.

NAME OF—

POST-OFFICE ADDRESS

Editor, (Professor) Gonzalez Lodge	Teachers College, Columbia University, New York City.
Managing Editor, (Professor) Charles Knapp	Barnard College, Columbia University, New York City.
Business Manager, (Professor) Charles Knapp	Barnard College, Columbia University, New York City.
Publisher, The Classical Association of the Atlantic States.	
Printer, The Princeton University Press, Princeton, N. J.	
Owners: (If a corporation, give names and addresses of stockholders holding 1 per cent or more of total amount of stock.)	
The Classical Association of the Atlantic States.	
President: Dr. B. W. Mitchell, Central High School, Phila., Pa.	
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[SEAL]

THE CLASSICAL WEEKLY is published by The Classical Association of the Atlantic States, weekly, on Saturdays, from October 1 to May 31 inclusive, except in weeks in which there is a legal or school holiday, at Barnard College, Broadway and 119th St., New York City.

All persons within the territory of the Association who are interested in the language, the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to **THE CLASSICAL WEEKLY**), are two dollars. Within the territory covered by the Association (New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia) subscription is possible to individuals only through membership. To institutions in this territory the subscription price is one dollar per year.

Outside the territory of the Association the subscription price of **The Classical Weekly** is one dollar per year.

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